



Camira State School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



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## School Overview

Camira State School is a highly regarded public school which has been proudly servicing the students of Camira and other surrounding suburbs since 1974. The school is easily accessible and conveniently located on Old Logan Road. The school boasts attractive, expansive and spacious grounds and offers great facilities and resources for all students. The staff, parents and the wider school community are all supportive and encouraging of our school and we strive to give the students of Camira State School the best possible primary school education.

The school has a strong strategic direction that is focused on achieving our vision:

**School Vision:** *Maximising Achievement for Every Child, Every Day*

The school also promotes the values that are shared by our school community:

**School Values:** *Being Respectful, Being Responsible, Being Safe*

The school is complex, interesting and diverse. Our focus areas for learning revolve around four key priorities: **Improving Reading, Improving Numeracy, Great Teaching** and building a culture of **High Expectations**.

We are committed to achieving the best for our students in academic, sporting, artistic and cultural fields. We strive purposefully to improve on the quality of education that we deliver through strategies that encourage continuous improvement in every student.

The primary years of schooling have a special place in the educational experience of children. These years are crucial in a child's development providing the foundation for success as life-long learners. We believe that such a foundation is built in a safe, happy and supportive environment where students remain enthusiastic learners. This is facilitated through positive relationships between teachers and students, programs that are responsive to the needs of learners and teaching strategies and learning experiences that motivate students to learn.

We are committed to fostering a community of life-long learners that are willing and able to contribute to an active society. We provide a strong academic curriculum that develops a broad range of knowledge across a range of fundamental areas while we also successfully cater for students who either need to be extended or supported within a highly inclusive framework.

We hold high expectations for our students both in terms of their school work and behaviour. These expectations are complemented by our school values that guide our actions and behaviours throughout the school. Our values: Being **Respectful**, Being **Responsible** and Being **Safe** are shared across all parties in our school community and are evident across our school.

## Principal's Forward

### Introduction

The School Annual Report is intended to provide parents, staff and the wider community with meaningful information about the achievements of Camira State School during the 2016 academic year.

#### School Progress towards its goals in 2016

Outlined below are the school improvement agenda priorities and goals for the 2016 school year. The table indicates the progress made on these priorities over the 2016 school year.

#### Reading

Strategy: Update reading assessment tools and collection of data			
Actions	Targets	Timelines	Progress
Purchase PM & PROBE kits and provide coaching /PD to all staff on how to administer assessment tools so that data analysis and collection is consistent.	100% teachers	T1-T4	Achieved
Develop a whole school reading data wall and assessment schedule to reflect regional reading and school-based quarterly targets.	100% teachers	T2-T4	Achieved
In Year level reading data talks, teachers discuss their pedagogical successes and move the student faces on the reading data wall.	100% teachers	T2-T4	Progressing
Strategy: Literacy Teams			
Actions	Targets	Timelines	Progress
PD & coaching provided to all teachers and teacher aides	6 teacher aides at applying level	T1-T4	Progressing
Guided reading placemat and resources developed to support teachers and teacher aides	Explicit lesson plans	T2, T3	Progressing
Collaborative inquiry & differentiated reading instruction – Y3, 5 & 6 using reading squad	Reading groups organised	T1-2	Progressing
Collaborative inquiry & differentiated reading instruction – Y1, 2 & 4 using reading squad	Reading groups organised	T3-4	Progressing
Strategy: Develop and imbed rigorous quality assurance practices across the school management and teaching processes to ensure consistent curriculum delivery and improved learning outcomes for all students.			
Actions	Targets	Timelines	Progress

Develop and embed a 'guided reading' process to reflect latest research on how to unpack and thoroughly teach a text before, during and after reading .	100% teachers understand	T2-4	Progressing
Define and Implement evidence-based pedagogies for the teaching of reading.	P-6 teachers	T2-4	Progressing
<b>Strategy: Professional Learning Teams</b>			
<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Progress</b>
Year levels will focus on data to improve Reading outcomes.	100% teachers competently use Camira reading program	T1-2	Progressing

## Differentiation

<b>Strategy: Coaching</b>			
<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Progress</b>
PD and coaching provided for all teachers	100% teachers understand	T1	Progressing
Year levels will focus on the use of differentiation strategies when providing reading instruction	100% teachers using	T1-2	Progressing
Use of differentiation strategies for literacy and numeracy - problem solving	100% teachers using	T1-4	Progressing
Collaboratively design placemat which will form the basis of planning for differentiated instruction	100% teachers using placemat	T4	Progressing
<b>Strategy: Higher Order Thinking Skills</b>			
<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Progress</b>
PD provided for all teachers	100% teachers understand	T3	Progressing
Year levels will focus on the use of HOTs when providing reading activities for students in the U2Bs.	100% integration into literacy block	T3-4	Progressing
<b>Strategy: Professional Learning Teams</b>			
<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Progress</b>
Year levels will focus on the use of effective differentiation to improve reading outcomes.	2016 reading targets	T3-4	Progressing

## Student Engagement

<b>Strategy: Increase Student Engagement of at Risk Students</b>			
<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Progress</b>
Establish the Student Engagement Zone (CAFÉ)	Decrease long suspension	T1-T4	Progressing
Implement a consistent evidence-based behaviour program across P-6	Decrease suspension data & Increase	T2-T4	Not achieved

	positive incident data in OneSchool		
Implement a range of strategies to increase attendance	>94% attendance	T1-T4	Not achieved

## Future Outlook

The Explicit Improvement Agenda for 2017 includes a sharp and narrow focus on the following four priorities with the associated strategies:

<b>Priority: Improving Reading</b>	<b>Priority: Improving Numeracy</b>
<b>Strategy</b> <ul style="list-style-type: none"> <li>• Embed a systematic and consistent approach to the explicit teaching of reading</li> <li>• Effective planning to meet our students needs</li> <li>• Using data to grow student performance</li> </ul>	<b>Strategy</b> <ul style="list-style-type: none"> <li>• Embedding a consistent approach to the teaching of numeracy (incl. problem solving)</li> <li>• Developing mastery of mathematical concepts</li> </ul>
<b>Priority: Great Teaching</b>	<b>Priority: High Expectations</b>
<b>Strategy</b> <ul style="list-style-type: none"> <li>• Implementing high quality evidence-proven pedagogical framework</li> <li>• Differentiating our teaching practice to improve student outcomes</li> <li>• Building the capabilities of our teaching team</li> </ul>	<b>Strategy</b> <ul style="list-style-type: none"> <li>• Embedding a strong culture of learning</li> <li>• Building a culture of high expectations with the belief every student can succeed</li> <li>• Demonstrating our strong school values &amp; professionalism</li> </ul>

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	684	346	338	85	91%
<b>2015*</b>	646	317	329	84	94%
<b>2016</b>	631	303	328	71	94%

Student counts are based on the Census (August) enrolment collection.

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

Camira State School is situated in Camira, a suburb of Ipswich within the Metropolitan district. We currently have just under 640 students enrolled from Prep through to Year 6. The student population is unique, combining a rich blend of socioeconomic and culturally diverse elements. The school currently comprises of approximately 13% of Indigenous students and students from 20 other cultural backgrounds.

At Camira we have a strong focus on an inclusive curriculum. We have a Head of Special Education Services (HOSES) and several specialist teachers who support our students with special needs to successfully access the school curriculum. Students are expected to participate in all school activities to the best of their ability.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	23	24
Year 4 – Year 7	23	25	25
Year 8 – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

The salient features of our school's curriculum and assessment programs include:

- A strong focus on Literacy and Numeracy
- Early Intervention
- ICTs with a focus on robotics and Beebots
- Behaviour Support / Coach
- Inclusive Education with a major focus on Students with Disabilities mainstreamed in classes
- Dance, Drama and Music Program
- Physical Education
- Instrumental Music
- English as a Second Language Support
- School Excursions and Incursions
- Online U2B (upper 2 bands) Extension Program
- Chaplaincy Program
- Solid Pathways

### Co-curricular Activities

- Outside School Hours Care
- Breakfast Club
- Ballet
- Dance Group – Hip Hop
- Robotics
- Art / Craft Club
- Sporting Clinics / Sports Days / Cross Country
- National Competitions

### How Information and Communication Technologies (ICT's) are used to Assist Learning

The staff and students of Camira State School are actively involved in using ICT's and digital pedagogies every day in their learning. All classrooms are equipped with interactive whiteboards to support high quality teaching and learning experiences.

Each double classroom space has its own bank of personal computers to support learning and all classes have access to a school computer lab which houses a number of high quality devices. In addition, our school utilises a number of other devices to support student learning.

Camira State School is committed to providing many opportunities for our students to expand their digital knowledge based on their eLearning needs.

## Social Climate

### Overview

Camira State School is committed to providing a safe, respectful and disciplined learning environment where students have opportunities to engage in quality learning experiences and acquire values supportive of lifelong learning. Our Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the teaching and learning in our school can be effective and students can participate positively within our school community.

Camira has updated the school wide Behaviour Support Framework which emphasises that behaviour is another form of learning. We explicitly teach appropriate behaviours that reinforces our school expectations to ensure we have a strong and positive culture of learning.

In addition, our school has school-wide approach to differentiating learning experiences for all of our learners. Our school has an inclusive approach to learning and uses a range of different strategies to support the diverse range of students. The school implements a number of programs to support student wellbeing.

Our school has a number of strong strategies to engage parents and the community into the life of the school.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	93%	100%	97%
this is a good school (S2035)	95%	100%	85%
their child likes being at this school* (S2001)	95%	95%	94%
their child feels safe at this school* (S2002)	93%	95%	91%
their child's learning needs are being met at this school* (S2003)	90%	90%	91%
their child is making good progress at this school* (S2004)	95%	100%	88%
teachers at this school expect their child to do his or her best* (S2005)	98%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	100%	94%
teachers at this school motivate their child to learn* (S2007)	93%	100%	100%
teachers at this school treat students fairly* (S2008)	95%	100%	94%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	88%	100%	88%
this school takes parents' opinions seriously* (S2011)	82%	100%	72%
student behaviour is well managed at this school* (S2012)	83%	95%	79%
this school looks for ways to improve* (S2013)	88%	100%	81%
this school is well maintained* (S2014)	98%	95%	88%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	93%	96%
they like being at their school* (S2036)	89%	92%	87%
they feel safe at their school* (S2037)	92%	90%	87%
their teachers motivate them to learn* (S2038)	94%	98%	97%
their teachers expect them to do their best* (S2039)	95%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	91%	95%	95%
teachers treat students fairly at their school* (S2041)	86%	88%	80%
they can talk to their teachers about their concerns* (S2042)	87%	88%	89%
their school takes students' opinions seriously* (S2043)	83%	89%	76%
student behaviour is well managed at their school* (S2044)	73%	72%	63%
their school looks for ways to improve* (S2045)	95%	97%	90%
their school is well maintained* (S2046)	81%	91%	78%
their school gives them opportunities to do interesting things* (S2047)	88%	93%	76%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	99%	98%	69%
they feel that their school is a safe place in which to work (S2070)	99%	97%	80%
they receive useful feedback about their work at their school (S2071)	88%	90%	52%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	92%	75%
students are encouraged to do their best at their school (S2072)	97%	98%	90%
students are treated fairly at their school (S2073)	99%	97%	74%
student behaviour is well managed at their school (S2074)	99%	93%	56%
staff are well supported at their school (S2075)	97%	98%	44%
their school takes staff opinions seriously (S2076)	96%	97%	52%
their school looks for ways to improve (S2077)	97%	100%	72%
their school is well maintained (S2078)	94%	89%	86%
their school gives them opportunities to do interesting things (S2079)	94%	95%	66%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

At Camira SS we are continually working with staff, parents and students to provide the best possible learning opportunities for all. We know that involving parents in their child's education provides for greater outcomes and increase confidence in the school.

Each year we analyse our school opinion survey data through collaboration with staff and plan for future improvements in terms of how we can engage with our parents and the community. Our 2016 School Opinion Data shows that our staff, students and parents are aiming to work together to ensure that we give our students the best possible opportunity to be successful. In 2016 and beyond, we endeavour to work to improve these standards as they help to create an excellent school culture to maximise the learning and achievement opportunities for every child, every day.

At Camira State School we believe that our success is dependent upon our relationship with our parents. We must ensure that parents feel welcome in our school and are an integral part of their child's education. In order to maximise parental input, we offer many and varied opportunities for parents to be actively involved. We invite parents to parent/teacher interviews biannually (Term 1 and 3) and provide written reports at the end of each semester to keep parents informed about their child's progress. We engage parents in less formal ways through culminating days, school parades, Principal's Morning Tea, parent helpers, P&C, parent education sessions as well as updating parents fortnightly in our newsletter. Finally, we have consultation processes with parents and outside agencies so that adjustments can be made to assist students with diverse needs to access and participate fully at school. All of these strategies help to build and maintain strong relationships with our parent body.

In regards to students with diverse learning needs, our school consults with parents on a regular basis providing an avenue to partner in their child's learning and regularly discuss their child's individual learning program.

## Respectful relationships programs

The school has developed and implemented a number of programs that focus on appropriate, respectful and healthy relationships.

At Camira SS, classroom teachers teach our school expectations and values of 'Be Respectful, Be Responsible and Be Safe'.

In 2016 students were rewarded for positive and safe playground behaviour through the use of a "Gotcha" reward system. All staff complete the annual Student Protection training and are aware of their responsibilities and obligations for identifying and reporting suspected abuse.

In 2016 a strong emphasis was placed on teaching and using the High 5 strategy as a tool for students to respond to and report harassment and violence. The aim of this program was to focus on each students own personal safety and awareness, including identifying and responding to abuse and violence and developing their knowledge and skills to be able to resolve conflict without violence. All students were provided with skills to recognize, react and report when they, or others are unsafe.

Specific targeted programs, such as Rock and Water, were implemented to further support students manage conflict. In addition, Camira SS recognised and celebrated 'Day for Daniel' to further reinforce for students and their families of our safe behavior messages.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	55	84	129
Long Suspensions – 6 to 20 days	1	0	3
Exclusions	1	1	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

Camira State School values its environment and has continued to undertake measures in 2016 to achieve environmental sustainability. Water tanks supply water to amenities blocks and we continue to maintain a whole school recycling program managed by the student leaders.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	131,286	1,747
2014-2015	126,228	1,868
2015-2016	125,593	2,400

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

## Find a school

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Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	42	30	<5
Full-time Equivalents	38	21	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	0
Bachelor degree	40
Diploma	0
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$18 894.

The major professional development initiatives are as follows:

- Coaching, Mentoring, Leadership, School Improvement Agenda
- Age Appropriate Pedagogies
- Engagement/Special Needs
- Assessment and Reporting
- Early Years
- Digital Technologies

Details regarding in-kind professional development activities undertaken include:

- Coaching by Master Teacher
- Intro to Teaching Problem Solving Strategies
- Reading Assessment
- Early Years Network
- Running Records
- NCCD

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 84% of staff was retained by the school for the entire 2016.

## Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	88%	91%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

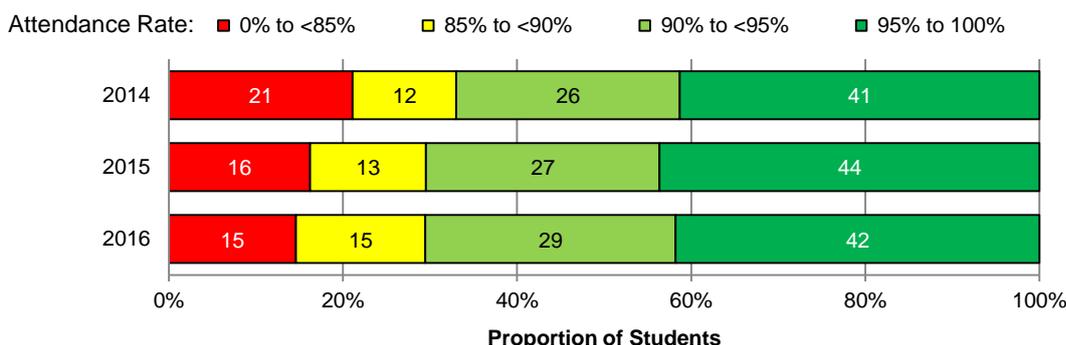
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL								
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2014	90%	90%	89%	93%	91%	93%	90%	90%
2015	93%	91%	91%	91%	94%	91%	92%	
2016	93%	92%	92%	91%	92%	93%	91%	

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range:



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Class rolls are marked by teachers twice each day. In Term 4, 2016 Camira SS successfully migrated to an SMS notification system to notify parents of student absence. Roll data is collected centrally each week and unexplained absences followed up with parents via telephone

If students do not attend school for three days without a parent/carer contacting the school, a phone call is made to the home to enquire the reason for the absence. If the absence is a genuine illness or family reason, then no further follow up is required unless the child is absent for three more days without acknowledgment from the parent.

If there are numerous unexplained absences over a period of time, a more formal approach is taken and a formal letter sent home outlining EQ and the Education Act's policies about student absences and truancy. A formal interview is sought with the parent/carer to encourage consistent patterns of attendance.

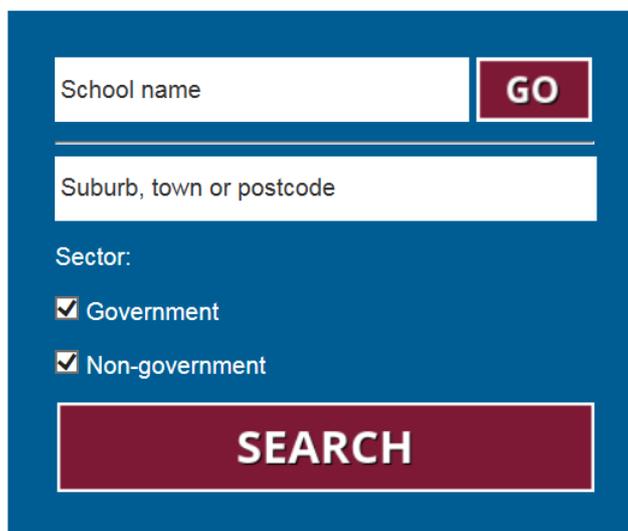
## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.



To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

### Find a school



The screenshot shows a search interface with a blue background. At the top, there is a text input field labeled 'School name' and a red button labeled 'GO'. Below this is another text input field labeled 'Suburb, town or postcode'. Underneath, the text 'Sector:' is followed by two checked checkboxes: 'Government' and 'Non-government'. At the bottom of the form is a large red button labeled 'SEARCH'.

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Conclusion

More information about our school can be found on our school website: [www.camirass.eq.edu.au](http://www.camirass.eq.edu.au)